

## MCACG Abstracts – Funded Projects

### FY 2015 Awards

#### Grant 15-101

<b>Anne Arundel Community College</b>
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**Project Title:** Enhanced First Year Experience (FYE)

**Project Director:** Janice Watley

**Award:** \$71,460.00

**Project Abstract:**

Anne Arundel Community College (AACC) will utilize Round 5 MCACG funds and matching contributions to expand and improve its First-Year Experience (FYE) Program. The current FYE program, supported through MCACG funding, is providing a structured freshman year experience with intrusive advising, academic support and other targeted services to a cohort of *first-time college students who require two or more developmental courses and who are minority or low-income*. Institutional data confirms that retention, academic success, and goal completion of this student population can be improved through targeted and intrusive academic and support services. A total, not to exceed, 100 new and continuing students will be served in academic year 2015-2016. The components of the program include best practices and promising new approaches found to promote student success at AACC and other institutions of higher education. Round 5 funding of the FYE Program will provide extended Study/Life Skills Lab and tutoring services to new program and second year participants enrolled in developmental and general education courses. Educational, Success, and Pathway to Degree Completion plans will be developed for all students. The Accuplacer diagnostic assessment that addresses remediation needs of new students will be provided during a two-week summer bridge program at the Arnold campus and Arundel Mills campus. AACC will utilize a variety of quantitative and qualitative instruments to evaluate its FYE program and track the progress of FYE participants against a control group of non-participants as part of the program impact evaluation.

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## **MCACG Abstracts – Funded Projects**

**FY 2015 Awards**

**Grant 15-103**

<b>Bowie State University</b>
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**Project Title:** Bulldog Persistence Program (BPP)

**Project Directors:** Drs. Katrina S. Kardiasmenos, Cheryl Blackman & Kitenge N’Gambwa

**Award:** \$41,388.00

**Project Abstract:**

The Bulldog Persistence Program (BPP) will take a holistic approach to addressing the academic and non-academic needs of first-time, full-time freshmen in an effort to impact their persistence and academic success. The program will target students who attend the Bulldog Academy summer program at the university with the goal of providing additional academic and social support as they start their first year of college. The BPP will have embedded undergraduate Learning Assistants (ULAs) in an Expository Writing course and developmental English courses. ULAs will provide individual assistance to students through peer tutoring and mentoring, and will be trained, by faculty and staff, in effective pedagogies and strategies related to being an effective peer tutor. Other activities will include workshops on topics such as learning styles, effective study skills, stress management, and test-taking strategies. Continuous evaluation of the program will ensure that project goals are met and improvements are made in a timely manner.

## **MCACG Abstracts – Funded Projects**

**FY 2015 Awards**

**Grant 15-105**

<b>The Community College of Baltimore County</b>
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**Project Title:** Male Student Success Initiative (MSSI)

**Project Director:** Mark Williams

**Award:** \$79,192.00

**Project Abstract:**

Men of color are less likely to succeed at CCBC than other students, and the situation at CCBC mirrors a national problem. This project is designed to increase the persistence rate of these students and to improve their academic performance. Project staff will recruit a group of men who are entering college for the first time and will continue working with another group, continuing students who are already participating in a similar program. The entering students will register in a section of the college orientation course contextualized for men of color and all participants who have not yet completed developmental or gateway English courses will register for contextualized sections of those courses. Four part-time case managers will join with the project director in providing special services for these men, within the context of CCBC's Accelerated Priority Pathways (APP) program (a curricular realignment to be instituted Fall 2015). MSSI services will include academic support, help with emotional maturity and social skills, training in financial literacy, and referral to other resources—in the community and at the college—for problems connected to family or work responsibilities. These interventions will be evaluated by comparing persistence and academic standing among three groups: (1) the men in the cohort, (2) other men eligible for the cohort, but not recruited to it, who enroll in a contextualized section of the orientation course, and (3) other men eligible for the cohort who do not enroll in a contextualized section of the orientation course.

## **MCACG Abstracts – Funded Projects**

### **FY 2015 Awards**

#### **Grant 15-108**

<b>Coppin State University</b>
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**Project Title:** The Our House Community Mentoring Program (OH)

**Project Director:** Steve Delice

**Award:** \$78,320.00

**Project Abstract:**

The Our House Community Mentoring Program (OH) at Coppin State University is an intensive mentoring program aimed at improving student retention and graduation rates. This program is an outgrowth of the successful Freshman Male Initiative (FMI) program, a cross-discipline, multi-faceted, intensive mentoring program aimed at improving the chances for success of Coppin's first year male students. The success of FMI has led to an overwhelming demand and need for the creation of the Our House program, which includes male and female students. The major difference between the FMI program and the OH program is that students in the OH program remain enrolled from freshman year to graduation. In addition, OH students are placed in a figurative house containing 10 freshmen mentees and six, or more, mentors consisting of a faculty mentor, staff mentor, alumni mentor, faith-based (community) mentor, and a minimum of two peer mentors. The mentors work together to ensure the success of the mentees. Our House strives to develop the student's academic advancement, professional development, and personal growth to create self-motivated, resilient, and responsible citizens. Since receiving MHEC funding for FMI, results show that the 2<sup>nd</sup> year retention rate for the 2011-2012 cohort was 81.48% compared to 60% for the general population of first-time full-time (FTFT) male students, 70% for the 3<sup>rd</sup> year compared to 42%, and 69% for the 4<sup>th</sup> year compared to 34%. Because the retention and graduation rates are disproportionately lower for male students, FMI will remain an active program within the Our House program.

## **MCACG Abstracts – Funded Projects**

**FY 2015 Awards**

**Grant 15-109**

<b>Frederick Community College</b>
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**Project Title:** Partnership to Achieving Student Success (PASS)

**Project Director:** Chad Adero

**Award:** \$78,092.00

**Project Abstract:**

Frederick Community College (FCC) intends to expand and intensify the services currently offered by the Partnership for Achieving Student Success Program (PASS). PASS is designed to assist first-time degree-seeking students who are at-risk, first generation, Pell eligible, or from an underrepresented population to attain college success by increasing their persistence rate and good academic standing.

PASS is a comprehensive academic support system that encompasses both proactive and intensive student support services for a cohort of students. PASS features five distinct services: summer bridge academy; case management; winter success academy; college tour; and a college success course. Additional services available to students include early alert, tutoring, academic advising, and other support groups and workshops on various personal and academic-related topics.

PASS students are grouped as a cohort so that overall academic standing and persistence can be accurately monitored and compared to a control group of non-participants. The program has a strong evaluation program that will assess whether goals are met and continuous improvements are evident.

## MCACG Abstracts – Funded Projects

### FY 2015 Awards Grant 15-110

#### Frostburg State University

**Project Title:** The Championship Forum

**Project Director:** Harriet Douglas

**Award:** \$30,153.00

**Project Abstract:**

With approximately 4,900 undergraduates, Frostburg State University is a largely residential, regional university and the University System of Maryland's only four-year institution west of the Baltimore-Washington metropolitan areas. In 2013-2014, 37.4% of FSU students were Pell-eligible. The six year graduation rate for Pell-eligible students – 2008 cohort – is 46%. At FSU, the graduation rate for male students lags 8.4% behind that of female students.

FSU proposes to continue the highly successful *Championship Forum* program, created in February 2012, to improve the persistence rate of Pell-eligible male students who: are on academic probation; or have a cumulative grade point average at or below 2.3; or entered the University with deficiencies in math, reading, or writing.

The Championship Forum program aims to serve 50 students by recruiting 10-15 new participants and continuing 35-40 participants from the 2014-2015 program year. Persistence rates for program participants are expected to exceed those of a comparable cohort of non-participants by at least 10%. In addition, 80% of participants who enter the program on academic probation will achieve good academic standing by the end of the Fall 2015 semester. Of those who have a GPA of 2.0 or above, 90% will maintain good academic standing. Also, 100% of participants will meet the financial aid application deadline.

Main components of the program include intrusive/intensive advising with staff coaches/mentors; financial literacy, learning strategies, and personal growth workshops; and weekly study sessions.

# **MCACGP Abstracts – Funded Projects**

**FY 2015 Awards**

**Grant 15-112**

## **Howard Community College**

**Project Title:** Career Links, Support, Perseverance and Retention Program for Single Parents and Displaced Homemakers

**Project Directors:** Maureen Marshall and Janice Marks

**Award:** \$79,045.00

### **Project Abstract:**

Howard Community College will expand and intensify the services offered by Career Links. Career Links (CL) assists HCC students who are low-income single parents or displaced homemakers attain college success by increasing their persistence rate and good academic standing. Over 75% of the CL participants are adult learners over age 25. Support from this grant since 2011 has helped CL implement targeted interventions and achieve a retention rate that has been greater than 80% for 3 out of the last 4 years, 86-95% of students in good academic standing and a graduation rate increase from 10% to 15%.

CL is an intensive, case management program that assists students with identifying challenges, establishing goals, and providing support services to achieve their academic goals. Services include: case management; peer mentoring; development of academic plans/advising, career, personal and crisis counseling; life skills workshops; financial skills education; and assistance in completing financial aid applications for federal, state, institutional, and private funds. Students are provided guidance for securing off campus resources for assistance with legal and medical needs, childcare, housing, food, and career clothing. In addition to awarding limited grants for school expenses through college funds, the grant will provide incentive stipends to be used for assistance with child care and transportation.

CL students are grouped as a cohort so that overall academic standing and persistence can be monitored and compared to a control group of non-participants. The program has a strong evaluation component that will assure goals are met and continuous improvements are evident.

## **MCACG Abstracts – Funded Projects**

### **FY 2015 Awards Grant 15-113**

<b>Loyola University Maryland</b>
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**Project Title:** The Ignatius Scholars Program

**Project Director:** Michelle Cheatem

**Award:** \$54,972.00

**Project Abstract:**

Loyola University Maryland, a Jesuit Catholic comprehensive university serving 4,004 undergraduate and 1,973 graduate students, proposes the “Ignatius Scholars Program” to facilitate the academic success of 30 low-income, first-generation and/or minority students who matriculate in 2015-16. Students from the target group will be recruited to participate in a one-year program designed to introduce them to college life and expectations. A 19 day pre-orientation summer program will ease the transition to the college experience, provide a foundation for the successful start of students’ academic experience, provide a foundation for the successful start of students’ academic experience, as well as a support network of peers and Loyola staff. Subsequent participation in Messina, Loyola’s new living-learning program for first-year students, additional workshops and mentoring via existing offices, as well as mandatory study hours during the fall semester will orient students to take advantage of the myriad resources available at Loyola to ensure their success, thereby enhancing their successful persistence at Loyola and timely completion of a four-year degree.



## MCACG Abstracts – Funded Projects

**FY 2015 Awards**

**Grant 15-119**

### **Wor –Wic Community College**

**Project Title:** Inspiring Science, Technology, Engineering & Mathematics Students (I STEMS)

**Project Director:** Drs. Deidre Johnson and Dornell Woolford

**Award:** \$32,315.00

**Project Abstract:**

The Inspiring Science, Technology, Engineering and Mathematics Students (I STEMS) Program strives to improve the representation of minorities in science, technology, engineering and mathematics (STEM) fields. Nationally, the employment outlook in STEM-related occupations is optimistic, with more than 2 million current vacancies in entry-level positions. Despite the career potential, only 32 percent of Wor-Wic's STEM majors are racial minorities. Just 12 percent of Wor-Wic's graduates in STEM fields are racial minorities. Additionally, although low-income students comprise 58 percent of STEM majors at Wor-Wic, their representation among graduates falls to 49 percent. Thus, there is a discrepancy in retention and graduation rates of minorities and low income students when compared to their peers.

Wor-Wic's I STEMS Program emphasizes career assessment and exploration to help students develop career goals and build an understanding of the academic pathways and requirements to achieve those goals. Academic planning, tutoring, mentoring, cohort-building activities, and academic and financial aid/literacy workshops are provided to promote persistence and goal completion among participants. These strategies have proven successful in prior student success programs, with the exception of a job shadowing/research component, which is a new strategy to be evaluated by the program. Successful implementation of the I STEMS Program is expected to result in 10 percent gains in persistence and good academic standing rates when compared to eligible students not participating in the program.